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ABSTRACT

Twenty-one community/junior colleges and technical institutes in the South were surveyed in order to gain insight into policies on the use of advisory committees for vocational-technical programs. Of these, 75% responded, all indicating that use of advisory committees in relation to vocational-technical programs was important. However, only 67% of the respondents had institutional policies and procedures governing the use of advisory committees. Subsequently, policies and procedures for more adequately defining the role and function and operation of advisory committees at the Mississippi Gulf Coast Junior College--Jackson Campus were written. These policies and procedures are appended in a self-contained document which makes up the bulk of this report, and which address: (1) the role and function of vocational-technical advisory committees; (2) constituting committees; (3) committee meetings; (4) areas of committee concern; (5) keeping the committee involved; and (6) formal institutional recognition of services rendered by committee members. Additionally appended are sample letters, forms, and other materials for use in establishing and maintaining advisory committees. (Author/JDS)

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DEVELOPMENT OF POLICIES AND PROCEDURES AT THE MISSISSIPPI GULF COAST JUNIOR COLLEGE TO MORE ADEQUATELY ESTABLISH THE ROLE AND FUNCTION OF VOCATIONAL-TECHNICAL EDUCATION ADVISORY COMMITTEES

by

R. Travis Ferguson

Mississippi Gulf Coast Junior College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

August 19, 1976

JC 760 587

Abstract of a Practicum Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education.

DEVELOPMENT OF POLICIES AND PROCEDURES AT THE MISSISSIPPI GULF COAST JUNIOR COLLEGE TO MORE ADEQUATELY ESTABLISH THE ROLE AND FUNCTION OF VOCATIONAL-TECHNICAL EDUCATION ADVISORY COMMITTEES

By

R. Travis Ferguson

August, 1976

The literature on the use of advisory committees in the administration of vocational-technical education programs goes back to the early writers on these programs. The use of such committees continues to be emphasized. The Southern Association of Colleges and Schools, the accrediting agency for colleges and schools in the Southern States, emphasizes the need to use advisory committees in the conduct of vocational-technical education programs and at the same time states that where they are used their role and function must be clearly defined. Policies within the Mississippi Gulf Coast Junior College also require that consulting advisory committees be utilized in connection with vocational-technical education offerings.

Some writers on the use of advisory committees have indicated that the use of these committees has not been successful. It is believed that must of the lack of success in using advisory committees can be attributed to the fact that

in many cases adequate policies and procedures establishing the role and function of such committees have not been developed. While policies in the Mississippi Gulf Coast Junior College require the use of advisory committees, adequate policies and procedures for implementing this requirement are not available. The purpose of this practicum was the development of such policies and procedures.

Twenty one community-junior colleges and technical institutes were surveyed in order to gain insight into policies on advisory committees and the importance placed on their use in other institutions. Seventy five percent of those institutions sent survey questions responded. One hundred percent of those institutions responding indicated that the use of advisory committees in relation to vocational-technical education programs is important. However, only sixty seven percent have policies and procedures in their institutions governing the use of advisory committees. All sixty seven percent sent copies of their policies and procedures.

Following the gathering of survey information and a review of the literature, the policies and procedures for more adequately establishing the role and function of advisory committees at the Mississippi Gulf Coast Junior College/Jackson County Campus were written. These policies and procedures will be implemented on the Jackson County Campus. A copy of this

practicum will be forwarded to the President of the Mississippi Gulf Coast Junior College so that these policies and procedures can be used on other campuses of the college at his discretion.

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INTRODUCTION

The need for the use of lay advisory committees in the conduct of vocational-technical education programs dates back many years. Harrison states that it is possible to trace citizens involvement in education back to the Massachusetts Act of 1647. No doubt, schools in colonial days were brought about through the influence of interested groups. Citizens' advisory committees for vocational education were encouraged first in the Smith-Hughes Act of 1917.[1] Hawkins, in his early writings recognized the need for advisory committee involvement in vocational education. He mentions the fear of the outcome if the administration of vocational education is left entirely to school officials with only academic backgrounds.[2] Many other early writers expressed similar views regarding the role that advisory committees are to play in conducting vocational education programs. Struck in his early writings explored some of the specific duties of advisory committees. He states:

> The function proposed is to advise the local school authorities in such matters as:
> 1. Determination of essential occupations and industries in the community.
> 2. Determination of type jobs, job specifications, subject matter, and number of workers to be trained.

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[1]William G. Harrison, The Advisory Committee in the Community College: An Overview, U.S. Education Resources Information Center, ERIC Document ED 101806, January 1975, p. 2.

[2]Layton S. Hawkins, Charles A. Prosser, and John C. Wright, Development of Vocational Education (Chicago: American Technical Society, 1951), p. 422.

3. Determination of the possibilities of training for various jobs, from the standpoint of instructors, equipment and space.
4. Selection of craft or occupational consultants.
5. Development of the local program.[3]

From these early beginnings, advisory committee involvement in vocational education continues to be emphasized. But, some writers suggests that advisory committees haven't worked. It is believed that much of the difficulty in the effective utilization of advisory committees can be traced to a lack of developed policies and procedures setting forth the role and function of vocational-technical education advisory committees. As the following quotation from the Mississippi Gulf Coast Junior College Administrative Handbook will show, there is a need for this practicum in that institution:

> Each Vocational Center will have an advisory committee for the purposes of assisting the Vocational Director in administering of the vocational and technical programs. Vocational Directors are responsible for the appointment of the Advisory Committee. This committee serves to give advice on program offerings, curricular, equipment and etc.[4]

The further development of the above policy and the development of procedures that more adequately establish the

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[3]F. Theodore Struck, Vocational Education for a Changing World (New York: John Wiley, 1945), pp. 20-21.

[4]Mississippi Gulf Coast Junior College, Administrative Handbook (Perkinston, Mississippi, June 1972), Policy No. 204.

role and function of the vocational-technical education advisory committees is a distinct need in the Mississippi Gulf Coast Junior College. The Southern Association of Colleges and Schools' Standards recognize the necessity of each institution that use advisory committees having their role and function stated. In the Illustrations and Interpretations of Standard Two-Organization and Administration, it is stated this way: "Whenever lay advisory committees are utilized by institutions, the role and function shall be clearly defined."[5]

This practicum, as approved in the practicum proposal, is of a developmental nature. An outline was developed from which policies and procedures were written establishing the role and function for the utilization of vocational-technical education advisory committees in the Mississippi Gulf Coast Junior College/Jackson County Campus. Some practicum evaluators might feel that this practicum departs some from the Practicum Guide format. The outline called for in the practicum proposal constitutes the outline for the policies and procedures section (appendix C - page 15). Appendix C is organized in such a way that it can be separated from the body of the practicum, duplicated and distributed for use. This should increase the use of the practicum product.

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[5]The Southern Association of Colleges and Schools, Standards of the College Delegate Assembly, (Atlanta, December 1975), p. 5.

A brief survey (appendixes A and B - pages 13 and 14) was sent to twenty-one community-junior colleges and technical institutes. Some useful information gained from the survey was incorporated into the policies and procedures section of this practicum.

BACKGROUND AND SIGNIFICANCE

The Southern Association of Colleges and Schools further recognizes the need for vocational-technical education advisory committees in comprehensive colleges as is shown under the Illustrations and Interpretations of Standard Three-Education Programs. It states:

> For technical and vocational programs, the institution must demonstrate that an effective relationship exists between curriculum content and current practices in business and industry. The use of lay advisory committees and a comprehensive follow-up program of graduates are means commonly used for the evaluation of effectiveness in meeting program objectives.[6]

Many colleges purport to use advisory committees in the conduct of their vocational-technical education programs. The College of DuPage, for example, has twenty-seven functioning committees.[7] On the other hand, we find writers expressing the idea that advisory committees haven't worked well.

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[6]The Southern Association of Colleges and Schools, pp. 9-10.

[7]John Oastler, Buffering Action of Advisory Committees in Tech Programs, U. S. Education Resources Information Center, ERIC Document ED 107317, p. 5.

Harrison has this to say: "A brief persual of the history of advisory committees shows '... by and large they haven't worked. The concept is fine, but there seems to be something wrong with the specifics."[8]

Nevertheless, it would seem that the use of advisory committees in connection with vocational-technical education programs will continue to be emphasized. Therefore, good college administrative and management practices dictate that bodies or groups connected with the college administratively have their role and functions set forth in a set of policies and procedures. The fear that some college administrators have that advisory committees or groups can conflict with administrators and boards of control may not be without foundation. Struck saw this possibility and warned against it back in his early writings on advisory committees.[9] Dr. Joe B. Rushing, Chancellor of Tarrant County Junior College District, in a letter accompanying the return of the brief survey form (appendixes A and B - pages 13-14) has this to say in response to the question. In your opinion is there a need for policies and procedures setting forth the role and function of vocational-technical education advisory committees? His answer - "there is a very definite need for policies and procedures clearly understood by advisory committees. In the

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[8]Harrison, p. 3.

[9]Struck, p. 21

early history of Tarrant County Junior College, we formulated such policies. It is essential that committee members understand that their role is advisory only."[10]

A review of the literature and policies as cited in the quotations shows the significance of a practicum of this nature and also supports its justification from an institutional standpoint. This practicum ties closely to the discussion in the Module on Governance. It relates to administrative control, trends in administrative control and community relations.

PROCEDURES

As directed by the practicum proposal evaluator, a survey was conducted of other similar institutions. Twenty-one community-junior colleges and technical institutes or vocational-technical education center institutions of higher education were surveyed. The institutional selections were made in order to get a sampling of survey information from a number of Southern States to include: Florida, Alabama, Texas, South Carolina, North Carolina and Mississippi. All these institutions are within the accrediting jurisdiction of The Southern Association of Colleges and Schools. Further, the institutions selected comprised the community-junior college and technical institute type institutions. The former

[10]Letter from Dr. Joe B. Rushing, Chancellor of Tarrant County Junior College District, July 28, 1976.

made up two-thirds of the surveyed institutions while one-third came from the latter group. As stated in the practicum proposal, this practicum did not follow a formal research model. The surveyed institutions were treated as a means of gaining input from a number of sources concentrated in the Southern region. The institutions were not randomly selected as they might have been in a formal research study.

Three significant questions were asked in the survey and one statement was made (appendix B - page 14) as follows:

1. Does your institution use consulting advisory committees for your vocational-technical education programs?

2. In your opinion is there a need for policies and procedures setting forth the role and function of vocational-technical education advisory committees?

3. Do you have policies and procedures in your institution setting forth the role and function of vocational-technical education advisory committees?

If the answer to the third question above is yes, we would appreciate a copy of the policies and procedures on vocational-technical education advisory committees in use at your institution.

The survey instrument was directed to either the chief administrator or the chief vocational-technical education administrator. Following the gathering of survey information

an outline (appendix C - page 15) was developed for writing the policies and procedures establishing the role and function for the utilization of vocational-technical education advisory committees.

The term vocational education or vocational-technical education as used in this practicum is understood to mean those programs in two year institutions of a trade, technical or semi-professional nature.

RESULTS

Seventy five percent of those institutions that were sent survey questions responded.

Of those institutions responding to the survey questions, one hundred percent use consulting advisory committees for their vocational-technical education programs.

Eighty seven percent were positive that a need exists for setting forth the role and function of vocational-technical education advisory committees. One respondent was undecided and one respondent stated a definite no, but went on to note one policy - our only policy is that they are strictly advisory.

Only sixty seven percent of the respondents indicated

that their institutions have policies and procedures setting forth the role and function of vocational-technical education advisory committees.

All sixty seven percent of those having policies and procedures on advisory committees responded to the request for copies by sending what is being used at their institutions. These materials varied from very minimal mimeographed pages to printed booklets. The information supplied was helpful in developing policies and procedures for the Mississippi Gulf Coast Junior College.

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Educators in other institutions offering vocational-technical education programs consider the use of advisory committees important. They also see the need for policies and procedures setting forth the role and function of vocational-technical education advisory committees. The low percentage of the respondents having none or very minimal policies and procedures developed, points up a need for the development of these policies and procedures.

The Southern Association of Colleges and Schools speaks directly at member institutions indicating that the role and function of advisory committees, in those member institutions having such committees, must be clearly defined.[11]

[11]The Southern Association of Colleges and Schools, p.5.

The policies of the Mississippi Gulf Coast Junior College clearly requires the use of advisory committees in connection with the administration of its vocational-technical education programs.[12] But, while the college requires the use of advisory committees, detailed policies and procedures establishing the role and function for the utilization of vocational-technical education advisory committees are not available.

The policies and procedures in appendix C will be put to use on the Mississippi Gulf Coast Junior College/Jackson County Campus. A copy of this practicum will be forwarded to the President of the Mississippi Gulf Coast Junior College so that use can be made of it at other campuses of the college at his discretion.

It is believed that these policies and procedures, when implemented, will bring about a definite improvement in the use of advisory committees in an advisory capacity and more adequately utilize the expertise available through the advisory committees. These policies and procedures (appendix C - page 15) set forth the management procedures that should bring about the above needed results. The ultimate benefactors should be the students served by the Mississippi Gulf Coast Junior College and employers that look to the college as a source of qualified employees.

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[12]Mississippi Gulf Coast Junior College, Policy No. 204.

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Appendix A

An Introductory Letter to Select Community-Junior Colleges and Technical Institutes Requesting Information About Their Use of Advisory Committees

Dear

We are working on a project to develop policies and procedures that will more adequately establish the role and function of vocational-technical education advisory committees.

We would like to know about policies and procedures that other institutions have developed that defines the role and functions of advisory committies.

Please assist us by checking the attached sheet and returning it in the enclosed stamped, self addressed envelope.

We will appreciate your assistance.

Sincerely,

Travis Ferguson, Director
Vocational-Technical Education Programs

TF:ef

attachment
enclosure

Appendix B

Survey Questions to Select Community-Junior Colleges and Technical Institutes Requesting Information About Their Use of Advisory Committees

____Yes, No___ 1. Does your institution use consulting advisory committees for your vocational-technical education programs?

____Yes, No____ 2. In your opinion is there a need for policies and procedures setting forth the role and function of vocational-technical education advisory committees?

____Yes, No____ 3. Do you have policies and procedures in your institution setting forth the role and function of vocational-technical education advisory committees?

If the answer to question number three above is yes, we would appreciate a copy of the policies and procedures on vocational-technical education advisory committess in use at your institution.

Signed_____

Position_____

Appendix C

Policies and Procedures Establishing the Role and Function for the Utilization of Vocational-Technical Education Advisory Committees

POLICIES AND PROCEDURES ESTABLISHING THE ROLE AND FUNCTION FOR THE UTILIZATION OF VOCATIONAL-TECHNICAL EDUCATION ADVISORY COMMITTEES

Mississippi Gulf Coast Junior College

by

R. Travis Ferguson, Director

Vocational-Technical Education Programs

Jackson County Campus

August 1976

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I

INTRODUCTION

The use of vocational-technical education advisory committees have played a prominent role in the literature on vocational-technical education since the early writers on this subject. It has been recognized from the beginning that advisory committees have a vital role to play in an advisory capacity to those institutions that conduct vocational-technical education to meet community needs - both individuals who seek education and training of a vocational-technical nature and employers who look upon such institutions as a source of skilled and technically proficient employees.

Institutions that methodically employ consulting advisory committees in the administration of their vocational-technical education programs stand the best chance of successfully bridging the gap between the current practices in business and industry and their vocational-technical education instruction. All institutions conducting vocational-technical education programs must, if they are to keep their programs current and before their public, effectively utilize business and industrial advisory committees. It is to this end that these policies and procedures are developed for the Mississippi Gulf Coast Junior College.

II

THE VOCATIONAL-TECHNICAL EDUCATION GENERAL ADVISORY COMMITTEE

Vocational-technical education advisory committees are of two types: The vocational-technical education general advisory committee and the vocational-technical education program advisory committee.

The general advisory committee is concerned with the overall programs of a vocational-technical education nature. It is not expected to advise on specific vocational-technical education programs. The major functions of this committee lie in the areas of community and public relations. It may suggest new program areas for survey and investigation.

The membership of this committee is made up of the chairmen of the program advisory committees or at the discretion of the concerned vocational-technical education faculty and administration, it may be constituted by a meeting of the combined program advisory committees. Frequently, business, industrial and community leaders who are not appointed members of any of the program advisory committees, are invited to meetings of this committee.

Considerable flexibility is allowed in the conduct of the affairs of the general advisory committee. One to two

meetings of this committee are held per year. Occasional dinner meetings are held with the Executive Dean or Director of Vocational-Technical Education Programs serving as master of ceremonies. The program emphasis in meetings of this nature is designed to be informative.

The Director of Vocational-Technical Education Programs carries major responsibility for organizing meetings of the general advisory committee.

III

CONSTITUTING VOCATIONAL-TECHNICAL EDUCATION PROGRAM ADVISORY COMMITTEES

It is with vocational-technical education advisory committees much as it is with other functional groups of people, the quality of the membership determines to a large extent the effectiveness with which the group performs its stated purposes. One advisory committee for a cluster of related occupations may be acceptable in some instances, however; it is preferred that an advisory committee be constituted for each occupational program offered.

Qualifications and Number

It is essential that each program advisory committee be made up of individuals who are knowledgeable in the occupation to which the committee is to serve in an advisory capacity. A broad spectrum of representation from the businesses and industries of the community should be appointed to each advisory committee. Experience is important, but it is not necessary that the committees be composed only of people with many years of work experience. Former students who have demonstrated a number of years of successful work experience often are excellent prospects for advisory committee assignments.

It has been found that advisory committees with eight

to ten members make very functional advisory groups. The number of committee members may vary some within this range depending on the availability of qualified people who are willing to serve. It is hard to find a time when busy industrial and business people can meet. Therefore, it can be expected that in most cases the total membership of the committee will not be together at any one meeting. A committee made up of eight to ten members will usually insure sufficient members present at a given committee meeting to allow the committee to function.

Selecting Committee Members

Potentially good advisory committee members can be identified from many sources. Vocational-technical education instructors and administrators should at all times be aware of the need to identify potential advisory committee members. As business and industrial visits are made, notes should be made of potential committee members contacted. When vacancies occur on a committee, these potential members can be contacted.

Advisory committee members are a source for recommendations, but some caution should be exercised to avoid overloading the committee with members from a single business or industry, or group of businesses or industries.

Where potential members from a business or industry are not known and representation from that establishment is

desired, a letter to the president or appropriate vice-president requesting the name of a potential advisory committee member can bring good results.

When vacancies occur on advisory committees the Director of Vocational-Technical Education Programs will involve the concerned Vocational-Technical Education Department Chairman in identifying potential replacements. When potential replacements have been identified, the Director of Vocational-Technical Education Programs will write the potential member a letter (appendix A - page 21) to ascertain the availability of the person to serve. Two attachments (appendix B and C - pages 22,26) are to be included with the letter. Early in the advisory committee selection process the potential advisory committee member must be made aware of the role and function of advisory committees. Appendix B briefly outlines this for the potential advisory committee member.

It must clearly be made known in the selection process and at meetings following new appointments that advisory committees serve in an advisory capacity only. To do otherwise would leave the possibility open for an overly aggressive committee member or committee to get into the policy making and administrative role. Tact and finesse are important in pointing out the limitations of the committee's role.

Appointments and Reappointments

Advisory committee appointments[1] are accomplished in writing (appendix D - page 27) by the Director of Vocational-Technical Education Programs. Appointments are made on a college year basis, July 1 - June 30. New appointments will be for a period not to exceed two years. Committee appointments will be staggered so that some appointments expire each year.

Each May the Director of Vocational-Technical Education Programs and Vocational-Technical Education Department Chairmen will consider the advisory committee appointments expiring June 30. Those committee members who have conscientiously served as advisors will be issued letters of invitation (appendix E - page 28) by the Vocational-Technical Education Department Chairman for a reappointment to the committee. Two attachments (appendixes B and F - pages 22 and 29) are to be included with the letter. The first attachment is to remind the member of the role and function of advisory committees and the second attachment is a questionnaire to be returned by the advisory committee member.

A letter (appendix G - page 30) of reappointment will be issued by the Director of Vocational-Technical Education Programs to those advisory committee members who return their

[1]Mississippi Gulf Coast Junior College, Administrative Handbook, (Perkinston, Ms., June 1976) Policy No. 204.

questionnaire indicating willingness to continue on an advisory committee. Reappointments will be made for a period not to exceed five years. Advisory committee reappointments will be staggered so that some appointments expire each year. An advisory committee information sheet (appendix H - page 31) will be used by both the Director of Vocational-Technical Education Programs and Vocational-Technical Education Department Chairmen to maintain current information and a record of advisory committee members. The information from the forms illustrated by Appendix C and F can be readily transferred to the advisory committee information sheet.

Ad-Hoc Advisory Committees

Ad-hoc advisory committees may be used by the college when new vocational-technical education programs are under consideration. These type committees can be very useful in the early stages of program consideration without the necessity of formal appointments for the members. However, at the point that it is determined that a need exists for a permanent advisory group, ad-hoc committee members should be formally appointed and the committee should be formally organized.

IV

VOCATIONAL-TECHNICAL EDUCATION PROGRAM ADVISORY COMMITTEE MEETINGS

In order to facilitate an orderly consideration of the business of an advisory committee, some structure must be developed and maintained within the committee.

Committee Chairman

At the first meeting of each college year an agenda item will be the election of a committee chairman from the committee membership other than the college representatives. The Vocational-Technical Education Department Chairman will serve as the advisory committee chairman until a chairman is elected. Chairmen may succeed in office from year to year. When the committee chairman is not present for a meeting the Vocational-Technical Education Department Chairman on the committee will serve as chairman temporarily for that meeting.

Committee Secretary

It is essential that the duties of the committee secretary be handled with efficiency and promptness. Because of his interest in the prompt and efficient work of the committee and his access to clerical assistance, postage, etc., the instructor on the advisory committee will perform the duties of the committee secretary.

The Vocational-Technical Education Department Chairman will take the leadership in developing the agendas for meetings. After the agenda has been developed the committee secretary will compose a letter (appendix J - page 33) to be attached to the agenda for mailing and mail the agenda. Further, the committee secretary will be responsible for taking the meeting minutes and mailing copies to all committee members.

Meeting Dates, Program of Work, Agendas and Rules of Order

Early in the college year the Director of Vocational-Technical Education Programs and Vocational-Technical Education Department Chairmen will develop a tentative or working list of advisory committee meeting dates. In addition, a tentative plan of work (see appendix I - page 32) with each advisory committee will be developed. These dates and plans of work can be revised during the year if a conflict or need arises, but otherwise the plan and dates should be followed. Failure to do so encourages procrastination and the possibility of no advisory committee activity for the year.

A well developed agenda (appendix K - page 34) is important to having organized and efficient committee meetings. When an advisory committee meeting is to be conducted the Vocational-Technical Education Department Chairmen will take the leadership in conjunction with the program instructor in planning the agenda from the advisory committee plan of work. He will also take the leadership in organizing the advisory

committee meeting. The tentative agenda will be discussed with the Director of Vocational-Technical Education Programs. Following the concurrence of the Director of Vocational-Technical Education Programs on the agenda the Vocational-Technical Education Department Chairman will go over the meeting agenda in detail with the committee chairman in order to be of help to him in conducting an orderly meeting.

Letters notifying members of a meeting and the agenda should be mailed to the committee members a minimun of three weeks prior to the meeting date. Telephone contacts to committee members should be made by the Vocational-Technical Education Instructor during the morning of the meeting day.

The advisory committee meetings may not necessarily follow strict rules of parliamentary procedure, but all questions to be decided by the committee should be acted on by a motion being made, seconded, discussed and voted on. Robert's Rules of Order shall be used as the committee authority involving questions of parliamentary procedure.

V

VOCATIONAL-TECHNICAL EDUCATION PROGRAM ADVISORY COMMITTEE AREAS OF CONCERN

Resourceful college employees will find numerous ways of using the expertise of vocational-technical education advisory committee members in connection with their programs. College representatives, through it all, should be reminded that they are seeking advice, not giving it. Several recognized areas in which advisory committees are used are enumerated below.

Buildings and Equipment

Most vocational-technical educators advocate conducting vocational-technical education programs in laboratories and on equipment that simulate actual production setups. Advisory committee members either on an individual basis or as a committee are able in many cases to offer invaluable advice on this when vocational-technical education laboratories are to be constructed. To ignore an advisory committee until a new laboratory is completed and then "show it off" to the advisory committee may not generate much enthusiasm in the committee. Even if it is felt that specific advice is not needed in planning new facilities, it does provide an excellent opportunity to involve the committee and by doing so creates good will.

Program Content

Of the many ways that advisory committees can be used to an advantage, none surpasses the use of these committees in analyzing and validating the content of vocational-technical education programs. At three to four year intervals the program content of each vocational-technical education program should be studied in detail by a representative advisory committee. A "once over light" is of little or no value in this process. Detailed course or program content outlines should be presented to each advisory committee member for consideration. A series of advisory committee meetings are necessary in order to gain a thorough study of a program.

A consensus on what should be included in a program may not be possible within the committee. Each committee member reacts from his own past training and experiences, therefore; it should be expected that some weighing and deciding on the part of the college staff may be necessary. A broad representation on the committee will be of assistance in attaining balance in program content recommendations. The college staff is in a much better position to make judgements about a program's content after hearing the advice of a representative advisory committee. It is essential that the college staff follow through with this function in order to provide and maintain linkage with current practices in businesses and industries.

Instructor Recommendations

From time to time when instructor vacancies occur in the vocational-technical education programs, the advisory committees may be given an opportunity to recommend a person to fill the position. Most committee members can be expected to be conscientious in making recommendations and will be understanding if a recommended person is not selected to fill a position. This particular function has the potential of being troublesome and should be handled with care by the college staff.

Placement of Graduates

Many times advisory committee members are in a position to know about job openings and are able to direct graduates and those concerned with the placement of graduates to job openings. Feed back on graduates that have been placed is another benefit to those concerned with the success of vocational-technical education programs. At times when placements for graduates are not easily obtained, the assistance of the advisory committee in this function assumes a role of considerable importance.

VI

KEEPING THE VOCATIONAL-TECHNICAL EDUCATION ADVISORY COMMITTEE INVOLVED

Since a vocational-technical education advisory committee does not have legal business to conduct on a scheduled basis, it is very easy for months or even years to pass without contact with members of an advisory committee. Nothing is more disinteresting to individual committee members than to have the above happen. Keeping the vocational-technical education advisory committees informed and involved is a matter that should concern the Director of Vocational-Technical Education Programs, Vocational-Technical Education Department Chairmen and Instructors.

This task must be worked at by all concerned. Some ingenious thinking on the part of the college staff would be helpful in this regard. Some possibilities for informing and involving the committee members are suggested.

Many advisory committee members have the time and interest to serve as guest lecturers on topics of special interest to them. Others like to be notified when special functions are taking place, such as manufacturing consultants giving demonstrations, etc.. Many advisory committeemen are in a position to arrange or assist in arranging helpful field trips for the instructors and students in a program. Most

anything "good" out of the ordinary routine is good enough reason for sending out a communication to the committee members. The college Director of Publicity might be interested in publishing a quarterly vocational-technical education advisory committee newsletter. Informed and involved advisory committee members make good ambassadors for the college.

VII

RECOGNITION OF VOCATIONAL-TECHNICAL EDUCATION ADVISORY COMMITTEE MEMBERS

Advisory committee members serve without the benefit of monetary gain for their services. Therefore, ways and means of recognizing advisory committees are important to the morale and enthusiasm of the members.

It is the rare individual who does not like to see his or her name in print from time to time. Some colleges publish a listing of advisory committee members in their general catalog. While this may not be feasible, in some cases, a listing of advisory committees in program brochures would seem to be feasible.

An occasional dinner meeting is an excellent way to show appreciation to advisory committees for their unselfish service to the college. Combined dinner meetings of all vocational-technical education advisory committees work well.

Many members contribute years of faithful service to the college in an advisory capacity. Upon retirement of these members from an advisory committee, they will be recognized (appendix L - page 35) with a certificate of recognition. A combined dinner meeting is an excellent time for such a recognition to take place.

VII

CONCLUSION

The appointment of an advisory committee does not automatically guarantee success of a vocational-technical education program. Functional advisory committees are just one of many aspects of vocational-technical education that instructors and administrators must give attention.

The college that operates vocational-technical education programs without the benefit of well organized advisory committees is denying itself the valuable linkage with businesses, industries and community that advisory committees can afford. Obsolescence should not be allowed in the conduct of vocational-technical education programs. Advisory committees offer much in the way of bridging any gap that might otherwise develop between the college vocational-technical education programs and the businesses and industries in the community. Good advisory committee relations don's just happen; considerable time and effort must be devoted to this vital activity by the Director of Vocational-Technical Education Programs, Department Chairmen and Instructors.

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Appendix A

Sample Letter to a Potential Advisory Committee Member

Dear

Subject: Industrial Advisory Committee for Pipefitting/ Plumbing

I have been informed of your interest in our college and particularly our program in Pipefitting/Plumbing. You have been suggested to us as a potential member of our advisory committee for this occupation.

Enclosed is a sheet which describes briefly the purposes and policies governing our vocational-technical education advisory committees.

If you would be willing to assist the college in an advisory capacity please fill out the questionnaire enclosed and return it to us in the stamped, self addressed envelope that is included. This will supply us with current and accurate information about you.

We appreciate your serious consideration of this matter and should you have questions, feel free to call us.

Sincerely,

,Director
Vocational-Technical Education Programs

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Appendix B

Purposes and Policies Governing the Vocational-Technical Education Program Advisory Committees

Advisory committees have a vital role to play in an advisory capacity to those institutions that conduct vocational-technical education to meet community needs - both individuals who seek education and training of a vocational-technical nature and employers who look upon such institutions as a source of skilled and technically proficient employees.

Institutions that methodically employ consulting advisory committees in an advisory capacity stand the best chance of successfully bridging the gap between the current practices in business and industry and their vocational-technical education instruction.

However, the role and function of vocational-technical education program advisory committees should be carefully noted. The term "advisory committee" necessarily denotes the idea of advice giving without the inclusion of policy making or administrative responsibility. It must be emphasized that these committees cannot in any way usurp the prerogatives of the Board of Trustees or the college faculty or administration. Advisory committees are in an advisory capacity only. The indepth recommendations and opinions of members should be

expressed through the committee as a whole. The faculty and administration of the Mississippi Gulf Coast Junior College reserves the right to make the final decision relative to recommendations of an advisory committee.

Yet, it is believed that advisory committees have a very important role to play in a liason capacity with the businesses and industries in the community.

Vocational-technical education program advisory committees are organized and utilized under the following policies and procedures:

COMMITTEE OPERATION

Each advisory committee is made up of approximately eight to ten members who are in most cases working in or are knowledgeable in the occupation to which the committee is to serve in an advisory capacity. Instructors teaching in the occupation will also be in attendance at advisory committee meetings.

Each advisory committee member is formally appointed by the college for a specified period of time. Members with expired terms of appointment may be reappointed by the college.

An advisory committee chairman is to be elected for

each college year. The Vocational-Technical Education Department Chairman will serve as advisory committee chairman until a chairman is elected. Chairmen may succeed in office from year to year.

A college representative and the committee chairman will plan the meeting agenda and the committee members will be notified.

The Vocational-Technical Education Instructor on the advisory committee will serve as secretary and be responsible for keeping the minutes of the meetings. The meetings may not necessarily follow strict rules of parliamentary procedures, but all questions to be decided by the committee should be acted on by a motion being made, seconded, discussed and voted on. Robert's Rules of Order shall be used as the committee authority involving questions of parliamentary procedures.

COMMITTEE ROLE AND FUNCTION

Briefly, the advisory committee will assist the college in an advisory capacity on the following matters on request:

Program content evaluation

Evaluation of instructional equipment, facilities, etc.

Promotion of the vocational-technical education program(s) represented by the committee

Recruitment of students

Placement of graduates

Recommending vocational-technical education instructional staff

Appendix C

Questionnaire for a Potential Advisory Committee Member

Name: _____
Last First Middle

Employer: _____

Job Address: _____
Street

_____
City State Zip

Job Title: _____

Job Phone: _____

Number years worked in present occupation: _____

In what way or through what means
did you learn this occupation? _____

_____

Number of years with present employer: _____

Is your employer's permission needed before you are appointed to this committee? _____Yes, No_____

If yes, have you obtained such permission: _____Yes, No____

Home Address: _____
Street

_____
City State Zip

Home Phone: _____

Signed: _____

Appendix D

Sample Letter Appointing an Advisory Committee Member

Dear

Subject: Industrial Advisory Committee for Welding

Based on your positive response to our invitation to an appointment to our advisory committee for welding, I hereby appoint you to this committee for a two year period ending June 30, 1978.

We look forward to having you attend our meetings and assist us in this capacity.

Sincerely,

, Director
Vocational-Technical Education Programs

Appendix E

Sample Letter to an Advisory Committee Member on a Reappointment

Dear

Subject: Industrial Advisory Committee for Drafting and Design Technology

We are in the process of corresponding with many of those individuals who have assisted the college in the past by service on an advisory committee, but whose term of appointment has expired or will expire in the near future.

If you can continue to assist the college in an advisory capacity, please indicate it by filling out the second sheet enclosed and returning it to us in the stamped, addressed envelope by June 30. This will give us current and accurate information about you.

We appreciate the contribution that you have made to the college in this capacity and we hope that you can continue to assist us in this manner.

Sincerely,

Department Chairman
Technical Education Programs

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Appendix F

Questionnaire for an Advisory Committee Member
up for Reappointment

Name: _____
Last First Middle

Advisory Committee: _____

Please Check one:

_____ I will not be able to continue on the advisory committee.

_____ I can continue my service on the advisory committee.

(Please fill in information below)

Employer: _____

Job Address: _____
Street

_____
City State Zip

Job Title: _____

Job Phone: _____

Home Address: _____
Street

_____
City State Zip

Home Phone: _____

Comments: _____

_____

Signed: _____

Appendix G

Sample Letter of Reappointment of an Advisory Committee Member

Dear

Subject: Advisory Committee for X-Ray Technology

We are pleased to learn that you are willing to continue to assist us in an advisory capacity. Therefore, I reappoint you to our Advisory Committee for X-Ray Technology for a five year period ending June 30, 1981.

We look forward to your attendance at future meetings of this committee.

Sincerely,

, Director
Vocational-Technical Education Programs

Appendix H

Advisory Committee Information Form

Name: _____
Last First Middle

Employer: _____

Job Address: _____
Street

_____
City State Zip

Job Title: _____

Job Phone: _____

Home Address: _____
Street

_____
City State Zip

Home Phone: _____

Date First Appointed: _____ Appointment Expires: _____

Name: _____
Last First Zip

Employer: _____

Job Address: _____
Street

_____
City State Zip

Job Title: _____

Job Phone: _____

Home Address: _____
Street

_____
City State Zip

Home Phone: _____

Date First Appointed: _____ Appointment Expires: _____

Appendix I

Advisory Committee Plan of Work Sheet

Advisory Committee for: _____

College Year: _____

Tentative Meeting Dates: _____

_____

_____

_____

_____

_____

_____

Objectives and Activities to be Accomplished That Involve This Advisory Committee:

Appendix J

Sample Letter Announcing an Advisory Committee Meeting

Dear

Subject: Meeting of the Industrial Advisory Committee for Sheetmetal Work

A meeting of the Industrial Advisory Committee for Sheetmetal Work is to be held beginning at 7:30 p.m. on November 10, 1976.

Attached is an agenda for the meeting and other materials that are to be discussed during the meeting.

The meeting will be held in the conference room of the Vocational-Technical Education Building.

We look forward to seeing you at our November 10 meeting.

Sincerely,

, Instructor
Sheetmetal Work

Appendix K

Sample Meeting Agenda

Agenda for November 10, 1976 meeting of Industrial Advisory Committee for Sheetmetal Work.

I Meeting called to order.

II Reading of minutes of previous meeting.

III Discuss specification for bending machine.

IV Tour of new facilities.

V Explore the idea of eliminating the teaching of soldering from the Sheetmetal Program.

VI Other.

VII Adjourn.

Appendix L

Sample Certificate of Appreciation

M I S S I S S I P P I G U L F C O A S T J U N I O R C O L L E G E

J A C K S O N C O U N T Y C A M P U S

CERTIFICATE OF APPRECIATION

Occupational Education Programs

This certifies that

UNIVERSITY OF CALIF
LOS ANGELES
DEC 0 1976
CLEARINGHOUSE FOR
JUNIOR COLLEGES

_____

IS HEREBY AWARDED THIS CERTIFICATE OF APPRECIATION FOR SERVICE RENDERED TO THE COLLEGE IN THE CAPACITY

_____

Given under our hands at _____ this the _____ day of _____ 19___

_____ President

_____ Director, Occupational Education Programs

_____ Executive Dean

_____ Department Chairman